

# LESSON PLAN OVERVIEW

DAY(S)	PAGES	ACTIVITY	SECTION	OBJECTIVES
<b>UNIT 1: WORLDVIEW</b>				
<b>Chapter 1: Worldviews</b>			1.1 Explain why an understanding of worldview is necessary for the best defense of the faith. 1.2 List and explain the three ingredients that make up a worldview. 1.3 Defend the claim that everyone has a worldview.	
1–2	2–6		1.1 Project Steve	<ul style="list-style-type: none"> <li>• Explain why Christians should be able to respond to intellectual and practical challenges with a defense of the faith.</li> <li>• Explain why the best defense of the faith rests on an overarching worldview rather than a mastery of all the details.</li> <li>• Illustrate how a worldview determines a person’s understanding of the world and all the details in it.</li> </ul>
3	6–9	1 and 2	1.2A Worldview Ingredients: Head-Heart System	<ul style="list-style-type: none"> <li>• Explain how the basic beliefs of someone’s head system (thinking/understanding) are grounded on his worldview faith pre-commitments.</li> <li>• Explain how the values of someone’s heart system (desires/loves) influence his head system (thinking/understanding).</li> </ul>
4	10–13		1.2B Worldview Ingredients: Master Story	<ul style="list-style-type: none"> <li>• Define <i>metanarrative</i> and explain the scope of its influence.</li> <li>• Summarize the biblical metanarrative and explain its powerful influence.</li> </ul>
5	13–15		1.2B Worldview Ingredients: Making Something of the World	<ul style="list-style-type: none"> <li>• Apply the exhortation to be salt and light to real-life situations.</li> <li>• Analyze the implications of the creation mandate for creative cultivation in culture.</li> </ul>
6	15–17		Conclusion: Everyone Has a Worldview/Review	
<b>Chapter 2: Presuppositions</b>			2.1 Compare and contrast worldview apologetics with evidentialism by analyzing the role of evidence in relation to presuppositions in each approach. 2.2 Defend the proper role of reasoned evidence even though it cannot provide proof apart from faith. 2.3 Explain why a Christian’s desire for proof must ultimately rest on faith in God’s authority and the fear of the Lord.	
7–8	18–22	3	2.1 Presuppositions	<ul style="list-style-type: none"> <li>• Define <i>presupposition</i> and explain how presuppositions orient a person’s understanding.</li> <li>• Summarize the evidentialist approach and explain why many people favor this approach.</li> <li>• Explain why the morality of knowledge, human finitude, and model-making all necessitate presuppositions.</li> <li>• Summarize and defend the worldview apologetics approach.</li> <li>• Explain why the evidentialist approach can never provide final certainty.</li> </ul>
9–10	22–27	4	2.2 Proof	<ul style="list-style-type: none"> <li>• Explain the value of using evidence in spite of its limits.</li> <li>• Explain why God’s undeniable proof doesn’t count in the unbeliever’s mind.</li> <li>• Summarize three common faith-bases for proof: empiricism, rationalism, or revelation.</li> <li>• Defend the proper use of reason and evidence.</li> </ul>
11	27–30		2.3 Doubt Your Doubts	<ul style="list-style-type: none"> <li>• Determine the underlying biblical explanation for why people leave the faith—spiritual deadness and idolatry.</li> <li>• Explain why belief must precede understanding and why faith is the necessary means of finding certainty.</li> <li>• Define <i>belief</i>, and explain why it must rest on the fear of the Lord.</li> </ul>
12	31		Review	

DAY(S)	PAGES	ACTIVITY	SECTION	OBJECTIVES
<b>Chapter 3: The Two-Story View</b>			3.1 Analyze the two-story view. 3.2 Explain why the two-story view fails. 3.3 Defend the claim that CFR is the best way to outline a Christian worldview.	
13	32–35	5	3.1 The Two-Story View	<ul style="list-style-type: none"> <li>• Summarize what the two-story view is.</li> <li>• Explain why the two-story view seems attractive to many Christians.</li> <li>• Explain why the two-story view seems attractive to many secularists.</li> </ul>
14–15	35–41		3.2 Critiquing the Two-Story View	<ul style="list-style-type: none"> <li>• Explain why secularists are being inconsistent when they attempt to remove religious values from the public square.</li> <li>• Evaluate what happens when a person tries to isolate the sacred from the secular: failure to protect the faith and the faithful.</li> <li>• Evaluate what happens when a person tries to equate the secular with the sacred: failure to maintain reverence and purity.</li> </ul>
16–17	41–44	6	3.3 Creation, Fall, Redemption	<ul style="list-style-type: none"> <li>• Evaluate the claim that some aspects of human life are neutral, untouched by the biblical worldview under God’s creational rule.</li> <li>• Explain that Christians must distinguish creational good from fallen perversions in every sphere of life since the Fall comprehensively taints God’s good creational structures.</li> <li>• Explain the responsibility of all believers to live according to God’s creational structures in every area of life.</li> </ul>
18	45		Review	
19			Unit 1 Test	
<b>UNIT 2: CREATION</b>				
<b>Chapter 4: God the Creator</b>			4.1 Explain why the personhood of God—specifically, the mutual love displayed among the persons of the Trinity—must provide the basis for God’s motivation to create the world and the human motivation to exist. 4.2 Explain how God’s ultimate goal for all things, namely, the display of His own glory, is consistent with His love. 4.3 Defend the proper relationship between God and creation by contrasting the biblical portrayal of the unrivaled transcendent yet immanent God with four false views.	
20	48–51	7	4.1 God the Three in One	<ul style="list-style-type: none"> <li>• Explain why every motivation for existence can be traced back to who or what a person loves.</li> <li>• Explain why your ultimate motivation of love ought to be expressed toward God and your neighbor.</li> <li>• Connect God’s own ultimate motivation of mutual Trinitarian love to His design for all creation to share in His love.</li> </ul>
21	51–55		4.2 God the Spring	<ul style="list-style-type: none"> <li>• Identify God’s ultimate goal as His own glory.</li> <li>• Explain how God’s ultimate objective to display His own glory is consistent with His essence as a God of love.</li> <li>• Attribute God’s creation of the world and of humans to the overflow of His glorious love rather than to His need for or lack of anything.</li> <li>• Identify humanity’s ultimate goal as enjoyment in God’s glorification.</li> </ul>
22–23	55–60	8	4.3 God the Unrivaled, Yet God with Us	<ul style="list-style-type: none"> <li>• Defend the idea that God is knowable because He revealed Himself to His creation.</li> <li>• Identify and explain the four false views of God’s relationship to creation.</li> <li>• Explain the biblical view of God’s unrivaled relationship to creation, defending His transcendent self-existence and immanence.</li> </ul>
24	61		Review	

DAY(S)	PAGES	ACTIVITY	SECTION	OBJECTIVES
<b>Chapter 5: Man and His Mandate</b>		5.1 Defend human value by defining humans according to the image of God, distinguishing them from plants and animals. 5.2 Define the Creation Mandate and categorize it as a blessing from God for all humanity. 5.3 Defend the idea that the Creation Mandate is a command to create and cultivate culture.		
25–26	62–66	9 and 10	5.1 Mirrors of God	<ul style="list-style-type: none"> <li>• Critique evolution’s inability to provide a basis for the unique value of human life.</li> <li>• Attribute the value of human life to the Creator’s gift of the image of God.</li> <li>• Analyze the components of the image of God in humans.</li> <li>• Explain why failing to recognize humans as image-bearers leads to attributing human value subjectively, resulting in despair or contempt for others.</li> </ul>
27	67–70		5.2 Man and Woman Given a Task	<ul style="list-style-type: none"> <li>• Defend the foundational place of the Creation Mandate in the metanarrative of the biblical worldview.</li> <li>• Explain the two parts of the Creation Mandate, distinguishing them from fallen humanity’s rebellious departures.</li> <li>• Explain why the Creation Mandate is a blessing from God for all humanity even after the Fall.</li> </ul>
28–29	71–75	11	5.3 Man and Woman, Creating and Cultivating	<ul style="list-style-type: none"> <li>• Explain how filling the earth and subduing it necessarily results in shared human actions of stewardship: culture.</li> <li>• Explain the power of culture to limit or open up horizons of possibility for cultural creativity and cultivation.</li> <li>• Summarize how engaging in cultural creativity and cultivation contributes to the positive formation of a more God-honoring culture.</li> </ul>
30	76		Review	
<b>Chapter 6: Everything God Made Was Very Good</b>		6.1 Defend the goodness of God’s creation. 6.2 Defend the existence of natural laws and creational norms. 6.3 Demonstrate that the good design of God’s created world—in both the physical and social order—is the standard by which we must judge the way things ought to be.		
31–32	77–81	12	6.1 And God Saw That It Was Good	<ul style="list-style-type: none"> <li>• Recall God’s own testimony about His creative work and clarify the meaning of that testimony.</li> <li>• Defend the goodness of God’s creation even though it has been marred by the Fall and used in perverse ways by fallen humans.</li> <li>• Identify and refute various attempts to malign an aspect of God’s good creation as intrinsically evil.</li> </ul>
33–34	81–86		6.2 Laws of Nature and Creational Norms	<ul style="list-style-type: none"> <li>• Defend the idea that the natural order of the universe is governed by laws of nature upheld by God’s sovereignty.</li> <li>• Defend the idea that the social order of the universe is governed by creational norms fitting with God’s design.</li> <li>• Explain how creational norms are discovered through personal application of biblical wisdom to real-life situations.</li> </ul>
35	86–90		6.3 The Way Things Are Supposed to Be	<ul style="list-style-type: none"> <li>• Defend the necessity of standards for evaluating the goodness of something.</li> <li>• Explain the twofold nature of the Christian standard: (1) special revelation of moral laws declared in Scripture and (2) general revelation of natural laws and creational norms built into God’s design.</li> <li>• Recognize that there are differing consequences for violating both natural laws and creational norms.</li> <li>• Implement a knowledge of biblical morality to detect the trumped-up claims of supposed creational norms.</li> </ul>
36	91		Review	
37			Unit 2 Test	

DAY(S)	PAGES	ACTIVITY	SECTION	OBJECTIVES
<b>UNIT 3: FALL</b>				
<b>Chapter 7: Far as the Curse Is Found</b>			7.1 Defend the idea that every aspect of a human individual is touched by the Fall. 7.2 Defend the idea that the Fall includes cosmic effects on the physical world. 7.3 Defend the idea that every aspect of human culture is touched by the Fall.	
38–39	94–98	13	7.1 The Personal Effects of the Fall	<ul style="list-style-type: none"> <li>• Describe the pre-Fall conditions of humankind as comprehensive perfection for fulfilling the Creation Mandate in right relationship with God.</li> <li>• Describe the process of the Fall, accomplished through Satan’s deceptive questioning of God’s Word and goodness.</li> <li>• Analyze the extent of both the physical and spiritual ramifications of the Fall as comprehensive corruption frustrating the fulfillment of the Creation Mandate due to a broken relationship with God.</li> <li>• Clarify that although each part of human nature is fallen, not every person manifests fallenness to the greatest possible extent or in the same way.</li> <li>• Explain how sin powerfully enslaves human nature through its deceptiveness.</li> </ul>
40–41	99–102		7.2 The Cosmic Effects of the Fall	<ul style="list-style-type: none"> <li>• Explain why all death and suffering is abnormal (i.e., not supposed to exist anywhere in this world).</li> <li>• Explain why Adam’s sin led to the Curse not only on the whole human race but also on all of creation.</li> <li>• Demonstrate that the Fall resulted in physical consequences that correspond to each task of the Creation Mandate.</li> <li>• Conclude that the Christian’s hope is in both a spiritual redemption and a physical restoration.</li> </ul>
42	103–6		7.3 The Cultural Effects of the Fall	<ul style="list-style-type: none"> <li>• Exemplify how a variety of societal institutions can reflect corruptness.</li> <li>• Recognize that fallen humanity produces fallen societal expressions.</li> <li>• Recognize that fallen cultural expressions are everywhere in both obvious and subtle ways.</li> <li>• Identify the biblical term for fallen cultural expressions—<i>worldliness</i>.</li> </ul>
43	107		Review	
<b>Chapter 8: Common Grace, the World, and You</b>			8.1 Explain that much good can still exist in human culture because God’s common grace restrains sin. 8.2 Defend the idea that the pervasive effects of the Fall demand the sanctified use of culture rather than uncritical consumption of culture. 8.3 Explain what “affection drives cognition” means.	
44–45	108–11	14	8.1 Common Grace	<ul style="list-style-type: none"> <li>• Differentiate between the fundamental condition of all humans due to original sin and their actual behavior, restrained by common grace.</li> <li>• Define <i>common grace</i> and explain why God supplies it even to rebels.</li> <li>• Explain and demonstrate how common grace both restrains sin and promotes good in the individual.</li> <li>• Explain and demonstrate how common grace both restrains sin and promotes good in culture.</li> </ul>
46–47	112–16	15	8.2 The World	<ul style="list-style-type: none"> <li>• Critique the values of pop culture from a Christian worldview.</li> <li>• Recognize that Christians must renew their own minds because the flesh is naturally drawn to worldly culture.</li> <li>• Defend the idea that worldliness, even though it begins internally, is communicated externally.</li> <li>• Critique asceticism’s denial of truth, goodness, and beauty in a fallen world.</li> <li>• Defend the need to refine one’s tastes in order to recognize truth, goodness, and beauty, particularly in high culture.</li> <li>• Plan how to avoid worldliness and asceticism by living as a pilgrim and an ambassador, discerning light and darkness in fallen culture.</li> </ul>

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48	116–20		8.3 Affection Drives Cognition	<ul style="list-style-type: none"> <li>Define the fear of the Lord, and explain why this affection must guide a person’s knowledge.</li> <li>Explain how wrong affections lead intelligent people to suppress the truth and support foolish ignorance.</li> </ul>
49	121		Review	
<b>Chapter 9: Structure and Direction</b>			9.1 Explain the concept of structure and direction and how it relates to the CFR story line of Scripture. 9.2 Apply structure and direction to the issue of sexual relations. 9.3 Apply structure and direction to the issues of materialism, technology, and language..	
50–51	122–25		9.1 Understanding Structure and Direction	<ul style="list-style-type: none"> <li>Describe the earth’s condition through the lens of the CFR story line.</li> <li>Define what <i>structure</i> means and what <i>direction</i> means, and explain how these terms describe the realities of CFR.</li> <li>Illustrate structure and direction.</li> <li>Explain why it’s necessary to recognize that the world is structured according to God’s good design.</li> <li>Explain why it’s necessary to recognize that every human use of creation is directed in conformity to or away from God’s good design.</li> </ul>
52	125–29		9.2 Sex in a Fallen World	<ul style="list-style-type: none"> <li>Recognize that secularism’s denial of God’s structure results in a rejection of any justifiable ethical standards.</li> <li>Summarize God’s structured design for sexual relations and explain the purposes for His design.</li> <li>Explain why fallen direction away from God’s structure always results in detrimental consequences.</li> </ul>
53–54	129–34	16a 16b 16c	9.3 Other Structures Bent in Bad Directions	<ul style="list-style-type: none"> <li>Explain and exemplify how material goods can be directed toward or away from God’s structure.</li> <li>Explain and exemplify how technology can be directed toward or away from God’s structure.</li> <li>Explain and exemplify how language can be directed toward or away from God’s structure.</li> </ul>
55	135		Review	
56			Unit 3 Test	
<b>UNIT 4: REDEMPTION</b>				
<b>Chapter 10: An Everlasting Kingdom</b>			10.1 Trace the unfolding story line of Redemption: how God promises in successive covenants to establish His kingdom. 10.2 Trace the unfolding fulfillment of God’s redemptive promises in the work of Jesus Christ. 10.3 Defend the idea that Redemption is the restoration of God’s original creation.	
57–58	138–44	17	10.1 The History of Redemption in the Old Testament	<ul style="list-style-type: none"> <li>Explain why Genesis 3:15 is the thesis statement for the whole Bible.</li> <li>Summarize the promises and explain the significance of the Noahic Covenant.</li> <li>Summarize the promises and explain the significance of the Abrahamic Covenant.</li> <li>Summarize the promises and explain the significance of the Mosaic Covenant.</li> <li>Summarize the promises and explain the significance of the Davidic Covenant.</li> <li>Analyze how the exile directly relates to God’s covenants.</li> <li>Summarize the promises and explain the significance of the New Covenant.</li> </ul>
59–60	144–48	18	10.2 The Coming of the Kingdom	<ul style="list-style-type: none"> <li>Describe how Jesus began to fulfill the kingdom promises.</li> <li>Explain how Jesus’ death and resurrection fit in with kingdom fulfillment.</li> <li>Conclude that the message of the gospel—proclaiming Christ’s salvific work—makes sense in the larger context of the promised kingdom.</li> <li>Summarize how Jesus will complete the fulfillment of the kingdom promises.</li> </ul>

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61	148–51		10.3 Restoring God’s Good Creation	<ul style="list-style-type: none"> <li>• Defend the idea that Redemption is restoration by explaining that resurrection brings restoration rather than replacement.</li> <li>• Defend the idea that Redemption is restoration by clarifying that the future kingdom brings restoration rather than replacement.</li> <li>• Plan specific activities to carry out the Creation Mandate, engaging in the culture in ways that are biblically faithful.</li> </ul>
62	152		Review	
<b>Chapter 11: Redeemed for Good Works</b>			11.1 Determine the present place of Christians in God’s unfolding kingdom story. 11.2 Explain the present role of Christians—to be salt and light during times of suffering. 11.3 Apply structure and direction for the purpose of bearing witness and living a life of good works in the midst of current culture.	
63–64	153–57		11.1 Our Place in God’s Story	<ul style="list-style-type: none"> <li>• Defend the idea that God’s kingdom comes in two phases—the first of which has already come and the second of which is yet to come.</li> <li>• Compare and contrast what should and shouldn’t be the mission of believers based on their place in God’s kingdom story: living in the gap between salvation and judgment.</li> </ul>
65–66	158–63	19	11.2 Witness and Good Works	<ul style="list-style-type: none"> <li>• Explain that Christians are often called on to suffer because God’s kingdom of salvation overlaps with Satan’s kingdom of darkness.</li> <li>• Explain the Christian’s task of bearing witness in word and works in every sphere of life.</li> <li>• Explain the Christian’s task of living a life of good works as a kingdom citizen.</li> </ul>
67	163–67	20	11.3 Pushing in the Right Direction	<ul style="list-style-type: none"> <li>• Explain how applying structure and direction to the sphere of sex can help believers to be salt and light while living in a fallen culture.</li> <li>• Explain how applying structure and direction to the sphere of material goods can help a Christian to be salt and light in the context of a fallen culture.</li> <li>• Explain how applying structure and direction to the sphere of technology can help a believer to be salt and light in a fallen culture.</li> <li>• Explain how applying structure and direction to the sphere of language can help a follower of Christ to be salt and light in the middle of a fallen culture.</li> </ul>
68			Review	
<b>Chapter 12: The Mission of the Church and Your Vocation</b>			12.1 Distinguish the specific mission of the institutional church from the organic church’s broader social responsibility of doing good works. 12.2 Explain the importance of living a life of good works through one’s vocation.	
69–70	168–76	21	12.1 The Mission of the Church	<ul style="list-style-type: none"> <li>• Explain how the church fits into God’s unfolding plan of redemption.</li> <li>• Define and relate the institutional church, the organic church, and the kingdom of God.</li> <li>• Summarize the six tasks identified in Scripture as the mission of the local church.</li> <li>• Explain how the institutional church and the organic church relate differently to the various tasks of cultural institutions.</li> <li>• Defend the value of the church and its specific God-given mission.</li> </ul>
71–72	177–80	22	12.2 The Vocation of the Christian	<ul style="list-style-type: none"> <li>• Explain both the reason work is a God-created good and the purposes for that work.</li> <li>• Evaluate how a person’s Christianity should affect both how one does his work ethically and in accordance with creational norms.</li> <li>• Identify the proper motivation for work: redeeming the time by living in light of redemption.</li> <li>• Compare and contrast two faulty responses toward work: idolizing it due to its joy or neglecting it due to its frustration.</li> </ul>

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73	181		Review	
74			Unit 4 Test	
<b>UNIT 5: GENDER</b>				
<b>Chapter 13: The Man and Woman in Creation</b>		13.1 Defend God’s creational design for gender roles in marriage. 13.2 Defend God’s creational design for the family. 13.3 Defend God’s creational design for gender roles in the church and society.		
75	184–89	23	13.1 Marriage and Family	<ul style="list-style-type: none"> <li>• Explain why creational norms must eventually push back against secular culture’s rebellion.</li> <li>• Analyze God’s structured design for marriage: man and woman equal in essence but different in functional roles.</li> <li>• Compare and contrast the differing gender roles of husbands/fathers versus wives/mothers.</li> </ul>
76–77	189–93		13.2 God’s Design for Family	<ul style="list-style-type: none"> <li>• Discuss how human selfishness undermines the primacy of the family.</li> <li>• Recognize that having children is God’s intended purpose and blessing for most married couples.</li> <li>• Explain why the normal intended role for children is one of submissiveness to their parents.</li> <li>• Summarize the responsibility of parents to nurture and to train their children.</li> <li>• Clarify the biblical structure for family headship established in each family unit.</li> </ul>
78–79	193–98	24	13.3 Gender Roles Beyond the Nuclear Family	<ul style="list-style-type: none"> <li>• Explain why secularism’s position on gender roles in society is inconsistent with its evolutionary metanarrative.</li> <li>• Explain and defend the complementarian position on gender roles in the church.</li> <li>• Explain and defend the complementarian position on gender roles in society.</li> </ul>
80	199		Review	
<b>Chapter 14: Marriage Twisted</b>		14.1 Identify and give examples of fallen family relationships. 14.2 Evaluate and respond to the claims of the “Gay Christian” movement. 14.3 Explain why both cohabitation and divorce twist God’s design for marriage. 14.4 Summarize the negative consequences of failing to recognize two distinct genders and varying roles for men and women.		
81	200–204	25	14.1 Dysfunctional Family Relationships	<ul style="list-style-type: none"> <li>• Classify different ways humans twist God’s creation of marital intimacy.</li> <li>• Compare and contrast the opposite extremes of a fallen husband (passive or domineering) and a fallen wife (resistant or manipulative).</li> <li>• Summarize how one would identify sins of parents against children and of children against parents.</li> </ul>
82-83	205–9		14.2 Homosexuality	<ul style="list-style-type: none"> <li>• Summarize the changing landscape of the approval/disapproval of homosexuality.</li> <li>• Apply CFR to the reality of homosexual temptation, and explain the responsibility of believers who face this temptation.</li> <li>• Explain why this particular temptation has recently been brought to the forefront of cultural discussions.</li> </ul>
84	210–14	26	14.3 Cohabitation and Divorce	<ul style="list-style-type: none"> <li>• Identify any cultural causes that may have contributed to the rise of both cohabitation and divorce.</li> <li>• Identify the two essential elements of a true marriage, and explain why cohabitation violates God’s norms.</li> <li>• Explain how divorce distorts the purpose God created marriage for.</li> </ul>

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85	214–18		14.4 Gender Roles in a Fallen World	<ul style="list-style-type: none"> <li>• Summarize the consequences of societal confusion over the roles and responsibilities of men and women in society.</li> <li>• Summarize the consequences of societal confusion over the recognition of the gender identity of men and women within that society.</li> <li>• Defend the responsibility of believers to endeavor to maintain loving compassion while remaining uncompromisingly opposed to destructive behavior.</li> </ul>
86	219		Review	
<b>Chapter 15: Marriage Redeemed</b>			15.1 Connect the temporal pattern of a Christian marriage—love and submission—to its ultimate reality and goal: the eternal spiritual marriage of Christ with God’s people. 15.2 Explain how the fellowship of the physical family ought to visibly reflect and cultivate God’s redemptive work and purpose for His spiritual family. 15.3 Explain how the redemptive teaching of the New Testament elevates the roles of both women and men.	
87	220–24	27	15.1 Redeeming Marriage	<ul style="list-style-type: none"> <li>• Distinguish the marriage of a husband and wife from the marriage of Christ to His people.</li> <li>• Explain why the wife’s respectful submission pictures the church’s relationship to Christ.</li> <li>• Explain why the husband’s sacrificial love pictures Christ’s relationship to the church.</li> <li>• Plan how to prepare for a marriage that will properly picture Christ and the church.</li> </ul>
88–89	224–29		15.2 Redeeming Family	<ul style="list-style-type: none"> <li>• Trace the spiritual family of God through biblical history.</li> <li>• Explain how children, by carrying out their responsibility of obedience, can better enable their parents to nurture them according to God’s redemptive work and purpose.</li> <li>• Summarize the positive and negative responsibilities of parents that will better enable children to receive their parent’s nurturing according to God’s redemptive work and purpose.</li> </ul>
90–91	229–34		15.3 Redeeming Gender Roles	<ul style="list-style-type: none"> <li>• Compare and contrast the biblical concept of women’s roles versus the world’s concept.</li> <li>• Compare and contrast the biblical concept of men’s roles versus the world’s concept.</li> </ul>
92	235		Review	
93			Unit 5 Test	
<b>UNIT 6: GOVERNMENT</b>				
<b>Chapter 16: Foundations of Government</b>			16.1 Defend the idea that government is a God-given established good, not a necessary evil. 16.2 Demonstrate from Scripture that the main purpose of government is to ensure justice. 16.3 Compare and contrast the kinds of governments formed to carry out the biblical duties of government.	
94	238–41		16.1 What Good Is Government?	<ul style="list-style-type: none"> <li>• Describe the origins of government.</li> <li>• Explain how the Creation Mandate and the kingship of Christ relate to human government.</li> <li>• Defend government as an institution that is good and necessary for humans to flourish in community.</li> </ul>
95–96	241–45	28	16.2 Why Do We Need Government Anyway?	<ul style="list-style-type: none"> <li>• Defend the claim that ensuring justice is the main purpose of government.</li> <li>• Critique unbiblical understandings of justice.</li> <li>• Formulate a biblical definition of justice.</li> </ul>



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97–98	245–50	29	16.3 What Should Government Do and How?	<ul style="list-style-type: none"> <li>• Explain why a just government must defend its people, must promote morality, and should at times help the poor.</li> <li>• Evaluate the advantages and disadvantages of the major forms of government.</li> <li>• Defend the wisdom of a mixed form of government.</li> <li>• Defend limited government by demonstrating that each differing institution has its own sphere of authority.</li> </ul>
99	251		Review	
<b>Chapter 17: Political Perspectives</b>			17.1 Evaluate the three kinds of liberalism from a biblical worldview. 17.2 Evaluate the rise of democracy from a biblical worldview. 17.3 Evaluate varieties of socialism from a biblical worldview 17.4 Evaluate three kinds of conservatism from a biblical worldview.	
100–101	252–57	30	17.0 Idolatrous Ideologies and 17.1 Liberalism	<ul style="list-style-type: none"> <li>• Define <i>ideology</i> and relate it to the concept of idolatry.</li> <li>• Define <i>liberalism</i> as it is used in political science and distinguish this definition from popular usage.</li> <li>• Outline the development of differing conceptions of liberalism.</li> <li>• Evaluate the values, goals, and outcomes of classical liberalism, progressive liberalism, and libertarianism.</li> </ul>
102–3	257–60		17.2 Democracy	<ul style="list-style-type: none"> <li>• Distinguish between democracy as a political system and democracy as an ideology.</li> <li>• Trace the history of opposition to and acceptance of democracy.</li> <li>• Evaluate the strengths and weaknesses of democracy.</li> </ul>
104	260–62		17.3 Socialism	<ul style="list-style-type: none"> <li>• Identify the origins of socialism and explain its concerns and values.</li> <li>• Evaluate the goals and the effectiveness of socialism.</li> </ul>
105–6	262–66		17.4 Conservatism	<ul style="list-style-type: none"> <li>• Explain how conservatism differs from other ideologies.</li> <li>• Define the three strands of American conservatism.</li> <li>• Evaluate the strengths/weaknesses of each strand of American conservatism.</li> </ul>
107	267		Review	
<b>Chapter 18: The Goal of Government</b>			18.1 Explain how the realities of Christ’s present and future reign should shape Christian involvement in politics. 18.2 Evaluate the church and state positions described in this chapter. 18.3 Describe the methods and characteristics of proper Christian political involvement.	
108	268–70		18.1 The Coming King	<ul style="list-style-type: none"> <li>• Compare and contrast right and wrong Christian responses to political victories and defeats.</li> <li>• Explain the differences between Christ’s kingdom rule in His first and second comings and how that affects Christian political involvement.</li> <li>• Differentiate between Christians’ task of advancing the kingdom of Christ under His authority and their political involvement.</li> </ul>
109–10	270–74	31	18.2 Church and State	<ul style="list-style-type: none"> <li>• Evaluate the state over church position.</li> <li>• Evaluate the church over state position.</li> <li>• Evaluate the civil religion position.</li> <li>• Evaluate the exclusion of religion from the public sphere.</li> <li>• Evaluate the church influencing the state position.</li> </ul>
111–12	275–82	32	18.3 Christian Political Prudence	<ul style="list-style-type: none"> <li>• Identify the primary objective of Christians living during a time of difficulty.</li> <li>• Contrast a biblical approach (preserving the good and reforming the evil) with theonomy and pluralism.</li> <li>• Evaluate contemporary political discussions and tactics in light of the Christian political virtues of prudence, boldness, humility, and respect.</li> <li>• Compare and contrast unrighteous rebellion with righteous resistance to a wicked ruler’s demands.</li> </ul>

DAY(S)	PAGES	ACTIVITY	SECTION	OBJECTIVES
113	283		Review	
114			Unit 6 Test	
<b>UNIT 7: SCIENCE</b>				
<b>Chapter 19: Science Is Something God Created Humans to Do</b>			19.1 Defend the idea that science is a God-established good and that it is made possible by three major Christian assumptions. 19.2 Determine the main purposes of science: to declare the glory of God and to make wise use of the earth for the benefit of others. 19.3 Structure scientific study according to the creational norms that govern science.	
115–16	286–91	33	19.1 Science Belongs to Christianity	<ul style="list-style-type: none"> <li>• Critique the claims that Christianity is anti-science and that scientism is nonreligious.</li> <li>• Connect the work of the Creation Mandate to the work of science to explain why science is a God-established good.</li> <li>• Summarize the three major Christian assumptions, and explain why they justify the work of science.</li> <li>• Explain why it's not possible to separate the sacred from the secular in the work of science.</li> </ul>
117	292–95		19.2 The Ultimate Purpose for Science	<ul style="list-style-type: none"> <li>• Explain how science can be a tool for discovering the glory of the Creator.</li> <li>• Explain how science can be a tool for loving your neighbor.</li> </ul>
118–19	295–300	34	19.3 Creational Norms for Science	<ul style="list-style-type: none"> <li>• Attribute the discovery of creational norms for scientific work to the wisdom built into God's created order.</li> <li>• Outline the creational norms and explain why they must govern scientific work.</li> </ul>
120	301		Review	
<b>Chapter 20: Fallen Science</b>			20.1 Explain how the work of science has been affected by the Fall. 20.2 Examine scientism's claims and values. 20.3 Detect the cause of scientism's faulty way of living: its inability to provide justification for meaning and morality. 20.4 Detect the cause of scientism's faulty way of knowing: its method dismisses all sources of knowledge other than empiricism and denies its own presuppositional interpretation of the empirical data.	
121	302–6		20.1 Science Is Fallen	<ul style="list-style-type: none"> <li>• Understand that scientific work often produces unintended consequences rather than the promised benefits.</li> <li>• Summarize six ways that the Fall affects scientific work.</li> </ul>
122	306–10		20.2 Scientism: Science Exalted	<ul style="list-style-type: none"> <li>• Explain why many people hold to the claim that only scientific knowledge is legitimate.</li> <li>• Evaluate scientism as an idolatrous religious worldview that requires faith beyond its own empirical scientific knowledge.</li> <li>• Explain why naturalism is an appealing myth that must resort to the faulty two-story view.</li> </ul>
123	311–14	35	20.3 Scientism: A Faulty Way of Living	<ul style="list-style-type: none"> <li>• Evaluate scientism's approach to the meaning of life.</li> <li>• Evaluate scientism's approach to morality.</li> </ul>
124–25	315–20		20.4 Scientism: A Faulty Way of Knowing	<ul style="list-style-type: none"> <li>• Critique scientism's exclusive claim to knowledge by exemplifying two major ways its adherents must inconsistently resort to nonempirical knowledge.</li> <li>• Critique scientism's exclusive claim to knowledge by explaining why its adherents can't justify scientism's own claim to rationality.</li> </ul>
126	321		Review	

DAY(S)	PAGES	ACTIVITY	SECTION	OBJECTIVES
<b>Chapter 21: Reading Genesis and Doing Science</b>			21.1 Defend the young-earth creationist position. 21.2 Explain why gifted scientists who are Christians, given the opportunity, ought to positively contribute to the good of others and this world.	
127–28	322–30	36	21.1 Reading Genesis 1–3 as Foundational to a Biblical Worldview	<ul style="list-style-type: none"> <li>• Identify the underlying cause of the conflict between young-earth creationists and the wider culture.</li> <li>• Outline the major origins models according to their underlying worldview presuppositions.</li> <li>• Defend both the historicity of Adam and the absence of death before the Fall.</li> </ul>
129–30	331–36	37	21.2 Christians in the Sciences	<ul style="list-style-type: none"> <li>• Explain why some gifted scientists may find it harder to take advantage of certain opportunities in the scientific community.</li> <li>• Give examples of work done by some scientists who self-identify as Christians that has positively contributed to the advancement of science.</li> <li>• Recognize both the imperfection of Christian scientists because of the Fall and the abilities of non-Christian scientists because of God’s common grace.</li> <li>• Explain why the biblical worldview provides a foundation for doing the work of science.</li> <li>• Use their own gifts to actively identify and solve real-life problems for themselves and others.</li> </ul>
131	337		Review	
132			Unit 7 Test	
<b>UNIT 8: HISTORY</b>				
<b>Chapter 22: Foundations for History</b>			22.1 Connect the importance of history to the origin of God’s created order and the advance of God’s redemptive plan. 22.2 Explain the purposes for studying history. 22.3 Discern the creational norms for how historical study should be conducted.	
133	340–42		22.1 History Began	<ul style="list-style-type: none"> <li>• Attribute the origin of history to God’s created order.</li> <li>• Attribute the advance of history to God’s redemptive plan.</li> <li>• Explain why properly understanding the Bible and how it connects to one’s own context demands historical awareness.</li> <li>• Explain why the historical development of God’s redemptive plan was necessary.</li> </ul>
134	342–45	38	22.2 Why Study History?	<ul style="list-style-type: none"> <li>• Explain the importance of interpreting the ways and works of God in all of world history through the lens of Scripture.</li> <li>• Explain the importance of inferring lessons for life for today by evaluating finite and fallen humans from the past through the lens of Scripture.</li> <li>• Explain the importance of understanding one’s own and others’ cultural identity, analyzing both positive and negative values through the lens of Scripture.</li> </ul>
135–36	345–52	39	22.3 Christian Foundations for History	<ul style="list-style-type: none"> <li>• Defend an approach to historical study that both maintains acknowledged basic commitments and also strives for thorough honesty.</li> <li>• Summarize and explain each creational norm for conducting historical study.</li> <li>• Explain why conducting historical research should expand the Christian’s worldview grasp of the ways and works of God, lessons for life, and cultural identity.</li> </ul>
137	353		Review	

DAY(S)	PAGES	ACTIVITY	SECTION	OBJECTIVES
<b>Chapter 23: Fallen History</b>			23.1 Critique four significant ideologies that distort the work of historians. 23.2 Evaluate how fallenness can affect a historian's selection and moral judgments.	
138–39	354–64	40	23.1 The Fall, History, and Ideologies	<ul style="list-style-type: none"> <li>Summarize the naturalistic view of history, and evaluate its views on determinism and morality.</li> <li>Describe the characteristics of extreme nationalism and summarize its view of history, identifying problems with its demonization of others and minimization of its own shortcomings.</li> <li>Summarize the postmodernist view of history, identifying problems with its skepticism of a larger unifying story, its denial of historical certitude, and its refusal to critique wrong perspectives.</li> <li>Summarize the views of history that emphasize class, race, and gender, identifying problems with single-issue emphases, forced interpretations, and blindness to both good and evil in every race, every class, and every gender.</li> </ul>
140	365–67		23.2 Selection and Moral Judgments	<ul style="list-style-type: none"> <li>Explain how selection can lead to errors in the presentation of history.</li> <li>Compare and contrast the proper and improper uses of moral judgments in historical evaluation.</li> </ul>
150	368		Review	
<b>Chapter 24: History in Light of Redemption</b>			24.1 Determine the appropriate means and motivations for establishing or refuting historical claims. 24.2 Explain why data from source materials should be humbly and honestly interpreted according to a viable model. 24.3 Defend the legitimacy of discerning divine providence in human history.	
151–52	369–72		24.1 Finding Reliable Source Materials	<ul style="list-style-type: none"> <li>Explain the appropriate means for establishing or refuting historical claims: scholarly study of legitimate source materials through the interpretive lens of a biblical worldview.</li> <li>Summarize the appropriate motivations for establishing or refuting historical claims: God's glory and your neighbor's good.</li> </ul>
153	373–75		24.2 Proposing Historical Models Humbly	<ul style="list-style-type: none"> <li>Explain why a model is necessary.</li> <li>Compare and contrast faulty models with viable models.</li> <li>Defend the necessity of humility and honesty in the work of model-making.</li> </ul>
154–55	376–80	41	24.3 Seeing God's Hand in History	<ul style="list-style-type: none"> <li>Define providence and defend its reality in human history.</li> <li>Explain the objections to discerning divine providence in human history (outside of specific biblical revelation).</li> <li>Explain guidelines and limitations for properly discerning divine providence in human history.</li> </ul>
156	381		Review	
157			Unit 8 Test	

UNIT 9: ARTS & CULTURE

<b>Chapter 25: Truth, Goodness, and Beauty</b>		<p>25.1 Explain why a person with a biblical worldview must hold to an objective and transcendent standard for beauty just as he does for truth and goodness.</p> <p>25.2 Defend the idea that a person’s subjective apprehension of truth, goodness, and beauty must be developed according to the divine standard.</p> <p>25.3 Use the creational norms of truth, goodness, and beauty to evaluate various artistic products.</p>		
158	384–86	42	25.1 Beauty and Culture	<ul style="list-style-type: none"> <li>• Detect the fallacies of both the scientific and postmodern views of beauty.</li> <li>• Defend the idea that beauty, inextricably linked to truth and goodness, is objectively based on a transcendent divine order.</li> <li>• Analyze what art is, namely human subcreation that either imitates or twists God’s divine order.</li> </ul>
159–60	386–93	43	25.2 Truth, Goodness, and Beauty in the Eye of the Beholder	<ul style="list-style-type: none"> <li>• Explain why some unbelievers embrace relativism with regard to truth, goodness, and beauty and why believers must reject relativism with regard to all three.</li> <li>• Refute the fallacies of both the scientific and postmodern views of truth, goodness, and beauty.</li> <li>• Clarify that, although people’s tastes need to be developed, their providential personal and cultural situations may lead them to explore different aspects of God’s beauty.</li> <li>• Identify the ultimate purpose and standard of beauty.</li> </ul>
161–62	393–99		25.3 Norms for the Arts	<ul style="list-style-type: none"> <li>• Determine that the creational norms for evaluating a cultural product include truth, goodness, and beauty—and that they must all stand together in harmony.</li> <li>• Exemplify the necessity of joining truth to goodness and beauty in various artistic subcreations.</li> <li>• Exemplify the necessity of joining goodness to truth and beauty in various artistic subcreations.</li> <li>• Exemplify the necessity of joining beauty to truth and goodness in various artistic subcreations.</li> </ul>
163	400		Review	
<b>Chapter 26: The False, The Bad, and The Ugly</b>		<p>26.1 Evaluate cultural productions that fail to maintain the balance and unity of the truth, goodness, beauty triad.</p> <p>26.2 Defend in light of human nature the necessity of keeping truth, goodness, and beauty a unified triad.</p> <p>26.3 Explain how the sensibilities of pop culture, regardless of the content, tend to attack truth, goodness, and beauty.</p>		
164–65	401–6		26.1 Unraveling Truth, Goodness and Beauty	<ul style="list-style-type: none"> <li>• Explain how idolizing truth, goodness, or beauty above other elements in the triad distorts the creation order.</li> <li>• Explain how attacking truth, goodness, or beauty is rebellion against the creation order.</li> </ul>
166	406–11	44	26.2 The Great Unraveling of Human Nature	<ul style="list-style-type: none"> <li>• Defend the unity of the inner person as the receiver of truth, goodness, and beauty.</li> <li>• Explain why truth disconnected from goodness and beauty is irrational.</li> <li>• Explain why goodness disconnected from truth and beauty is immoral.</li> <li>• Explain why beauty disconnected from truth and goodness is ugly.</li> </ul>

DAY(S)	PAGES	ACTIVITY	SECTION	OBJECTIVES
167–68	411–16		26.3 Pop Goes the Culture	<ul style="list-style-type: none"> <li>• Judge which content is unacceptable for Christian consumption.</li> <li>• Summarize the sensibilities that pop culture produces within a culture.</li> <li>• Explain how pop culture powerfully reinforces a wrong definition of truth.</li> <li>• Explain how pop culture reinforces a wrong definition of what matters in the realm of goodness and beauty.</li> <li>• Explain that, while pop culture’s sensibilities may be appealing, matured sensibilities are worthy of the effort in order to take dominion over God’s world.</li> </ul>
169	417		Review	
<b>Chapter 27: Creative Cultivators</b>			27.1 Summarize four possible responses to cultural artifacts and apply criteria for discerning which gesture is most appropriate. 27.2 Explain why the postures of creativity and cultivation should be the ultimate goals of Christians implementing a biblical worldview as they engage culture.	
170–71	418–25	45	27.1 Gestures and Postures	<ul style="list-style-type: none"> <li>• Explain why discernment is necessary and how that wisdom can be gained.</li> <li>• Construct condemnations of some cultural artifacts or practices.</li> <li>• Construct critiques of some cultural artifacts or practices.</li> <li>• Evaluate the appropriateness of consuming some cultural artifacts.</li> <li>• Evaluate the appropriateness of copying some cultural artifacts.</li> </ul>
172–73	426–33		27.2 Creating and Cultivating	<ul style="list-style-type: none"> <li>• Construct a cultural artifact that displays love for God and neighbor.</li> <li>• Explain why the posture of cultivation is necessary: to hone skills for creativity.</li> </ul>
174	434		Review	
175			Unit 9 Test	